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ABSTRACT

This junior high teaching unit on careers in public service is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with careers in four public service areas: military, education, law enforcement, and public welfare and social services. (For junior high units in other career areas see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS IN PUBLIC SERVICE

Public Service Occupations Career Cluster

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Public Service Occupations Career Cluster

CAREERS IN PUBLIC SERVICE

RATIONALE

There are literally hundreds of career opportunities in the area of public service. A good background in the area of social studies is highly desirable in public service work. Students should be aware of the strong correlation between the content of their various social studies courses and opportunities for careers in public service.

Since the area of Public Service Occupations includes literally hundreds of career positions, it was impossible to include even a representative sampling of these occupations in one brief resource unit. The format of this unit might be used as a basis for exploration of additional public service occupations. Following the conceptual, problem-solving approach of the Instructional Activities, the students understand the relationship between their classroom activities and possible future careers in public service occupations. Using this approach, members of two classes could investigate many more public service occupations.

We live in a time of ever-increasing competition for career employment. The average high school student must begin to lay the groundwork for a future career if he or she is to be able to compete successfully in the job market. Also, students are asking, and have the right to ask, "Why must I study this or why must I take this course?" This resource unit may help to answer some of these legitimate questions.

Following the basic conceptual problem-solving approach, a class could investigate ten to one hundred public service occupations. This is a resource unit--a tool to be used by the teacher and students whenever and in whatever manner it can best meet their needs.

GOALS

By the end of the unit, students will:

- -Become familiar with the abilities and training needed in several public service occupations.
- -Become aware of the nature of the work and the life style involved with several types of public service occupations.
- -Grow in awareness of the correlation between their school social studies curriculum and the knowledge and skills required for many public service occupations.
- -Gain in appreciation of the great diversity of skills and talents that can be utilized in the public service.

-Grow in awareness of the great variety of career opportunities available in the area of public service occupations.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

-Name and briefly describe at least ten public service occupations.

-State, in writing or in group discussion, specific opinions about several public service occupations.

-Describe, in writing or in discussion, the relationship between the content of their social studies classes to possible career opportunities in public service occupations.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

AUDIO-VISUAL MATERIALS AVAILABLE FROM THE INSTRUCTIONAL RESOURCES CENTER:
OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations.)

Films:
- MP 2666 Careers - Government Services (9-12)
- MP 2425 Is A Career In Government For You? (9-12)
- MP 3654 Mental Health Careers (9-12)
- MP 1647 Teachers of Tomorrow
- MP 2430 Is A Career In The Professions For You? (9-12)
- FK 2347 Careers In Government Service (9-12)
- MP 3729 Your Career In Forestry

SUGGESTED FOR PURCHASE:

Simulation Game: Police Patrol, from Simile II, 218 Twelfth Street, P. O. Box 910, Del Mar, California, (714) 453-6640.

COMMUNITY RESOURCES

Kern County Health Department; 2700 Flower Street, Bakersfield; Mr. Sunny Lee; 861-3631

Kern County Welfare Department; 1115 Twenty Sixth Street, Bakersfield; 861-2213 (Will arrange for speakers.)

Kern County Sheriff's Department; 1415 Truxtun Avenue, Bakersfield; Sgt. Oliver and Deputy Carol Muse; 327-3392

California Highway Patrol; 4040 Pierce Road, Bakersfield; Officer Bob Burdick, Public Affairs Officer; 325-5822

Bakersfield City Police; 1601 Truxtun Avenue, Bakersfield; Police School Safety Officer Slater; 861-2882. Will arrange tours and come to speak in classrooms with advance notice.

Bakersfield City Council; 1501 Truxtun Avenue, Bakersfield; 861-2767. Contact a City Councilman.

Recruiting officers are willing to supply various materials for classrooms:
Coast Guard Recruiting; 800 Truxtun Avenue, Bakersfield; 861-4117
Air Force Recruiting; 110 New Stine Road, Bakersfield; 861-4334
Army Recruiting; 110 New Stine Road, Bakersfield; 834-2773
Marine Corps Recruiting; 110 New Stine Road, Bakersfield; 861-4331
Navy Recruiting; 110 New Stine Road, Bakersfield; 861-4337

Archaeological diggings at Tehachapi - field trips and speakers.

Public Service Occupations Career Cluster

CAREERS IN PUBLIC SERVICE

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

   Take the written PRETEST to find out how much you already know about Public Service Careers.

2. A CAREER IN PUBLIC SERVICE FOR YOU?

   Read the information sheet called "Public Service Occupations" which gives a broad picture of the relationship between social studies and public service careers. Then look at the sample careers from the Public Service Occupations Cluster list. Choose a career which you think you might like to explore. It may be one which sounds interesting to you, but which you know very little about. Using materials available in your school's Career Center, library and classroom, find out as much as you can about this career. Use the "Career Information Worksheet" as a guide in your career exploration.

INFORMATION SHEET

PUBLIC SERVICE OCCUPATIONS

Careers in Public Service include a wide range of occupations, each devoted to working with people for the benefit of our whole society. A variety of services are performed by people in this career group, and each one requires an understanding of the social studies.

MILITARY CAREERS in the Army, Navy, Marines, Air Force, and Coast Guard provide training and employment in many skill areas while serving our nation by maintaining its defense. A knowledge of geography is helpful since activities are often carried out in unfamiliar areas and military careers can be performed all over the world.

CAREERS IN EDUCATION serve the purpose of democracy by helping each person to grow in knowledge and awareness to the greatest extent possible, so that he/she can make intelligent choices in government. A teacher's understanding of history will help him/her to deal effectively with the problems of students today. Public and private education in our country is available from early childhood through adulthood, and education careers include those of teacher assistants, counselors, and school administrators.

LAW, LAW ENFORCEMENT AND PROTECTIVE SERVICES CAREERS are devoted to upholding the rights of the individuals and enforcing the law for the benefit of all citizens. Careers in this field include those of attorneys who study and debate interpretation of the law; border patrol officers, local and state policemen and women, sheriffs, and FBI agents, all of whom enforce the laws of various governmental agencies; fire fighters and fire inspectors, who protect both private and public property from fire.

PUBLIC WELFARE AND SOCIAL SERVICES CAREERS include occupations which require a wide assortment of skills. Anthropologists, economists, historians, and sociologists study the patterns of human history, the ways people have lived together; legislators create laws to deal with the needs of people living today and tomorrow; probation officers, social workers, welfare workers help people with special needs; urban planners look toward preventing problems of living in the future.

ALL PUBLIC SERVICE OCCUPATIONS require an interest in people. In our complicated, twentieth-century world, no person is an island; we are INTERDEPENDENT. An understanding of the way that people can live together in groups and an appreciation of what has happened in the past help us to understand the present and prepare for the future. These understandings, which can be gained through social studies, provide background for a variety of careers in public service.

PUBLIC SERVICE OCCUPATIONS CLUSTER

Sub-Cluster	Military	Education	Law, Law Enforcement, and Protective Services	Public Welfare and Social Services
Sample Careers	Air Force Army Marine Corps Navy Coast Guard National Guard	College Professor Counselor Principal Student Worker Teacher Teacher Assistant Tutor	Attorney Bailiff Border Patrolman/Woman Claims & Title Examiner FBI Agent Fingerprint Classifier Fire Fighter Fire Inspector Fireman/Woman Prison Guard Public Defender Sheriff	Anthropologist Building Inspector Campaign Worker Caseworker Custom/Immigration Officer Economist Historian Legislator Mail Carrier/Worker Political Scientist Probation Officer Public Health Officer Social Worker Sociologist Urban Planner Welfare Director

CAREER INFORMATION FORM

A. Every job helps shape the life style of those who work. For example, firemen work in shifts of twenty-four hours, spending all day and night on the job. They must be in good physical shape and tough mentally to meet the demands of their job. The fireman must be willing to risk his life to save the lives of others. He is truly a servant of the public.

Describe in a brief paragraph what you feel is important in your life style. Include your thoughts on traveling in your work, working irregular hours, working with other people, the amount of money you'd plan to make.

B. Choose a public service career which you feel might fit your description of the life style you want. You may use the Public Service Occupations Cluster list. Look in your school or public library or a career center for The Occupational Outlook Handbook and other materials for researching careers.

1. List other jobs which are related to this occupation.

   a. c. e.

   b. d. f.

2. What personal qualifications should you have in order to be successful in this career?

3. What training is required for entry into this field?

4. Briefly describe the kind of work that is done in this job.

5. Describe what you think you would like, or dislike, about this career.

YOUR CHOICE: CHOOSE ONE OR MORE FROM ACTIVITIES 3-8,
AND
ONE OR MORE FROM ACTIVITIES 9-10.

3. POLICE WORK TODAY

The image of the law enforcement officer with the "fastest gun in the West" is outdated today. Police agencies stress relationship with the community and familiarity with its people as a key to effective crime prevention. Police work can be very different in different communities, whether these communities are in different parts of the same city or in different parts of the country.

With your teacher's assistance, invite an officer from the Sheriff's Department or your local Police Department to vist your class and talk about police work as a career.

OR

A news story in early 1976 told of two young New York City police officers who left the city to take jobs in a small Nebraska town. Why do you think that they might make that choice? Imagine that you are one of these men, and write a letter to a buddy in the NYPD (New York Police Department), telling about your new job and how it is different from the old one.

4. ACTIVITIES FOR ATTORNEYS

An attorney needs to have a thorough knowledge of the law and the ability to apply it and interpret it skillfully in specific cases. Many attorneys choose to specialize in a specific area, such as tax, corporation, civil, or criminal law; others have a general practice.

A trial attorney's greatest asset is his/her ability to argue a point of law with logic, skill, and pinpoint detail. With a partner, plan a presentation of opposing points of view on a matter of law. You might, for example, discuss whether there should be a law requiring motorcycle riders to wear helmets. Each student should carefully prepare an argument which takes about three minutes; members of your class or group will act as "jury"

OR

Attorneys also act to make many of our life's important transactions completely acceptable in conformance with the law. In what cases might a junior high student need the services of an attorney? Find out the meaning of the following terms: contract, will, deed. If possible, visit the office of an attorney and find examples of these legal documents.

5. ACTION IN ANTHROPOLOGY AND ARCHAEOLOGY

Anthropology and archaeology involve finding out how people lived in earlier times. The research may deal with a very ancient civilization in Greece or the Middle East, a look for clues to a civilization about which very little is known, or the careful sifing of remains of old buildings in our own county. Fragments of pottery or building material, scorched earth from fireplaces, layers of bones in a long-buried trash heap are valuable clues for the archaeologist.

In Tehachapi many archaelogical discoveries are being made. Make arrangements with your teacher to visit the archeological digs.

OR

Research the area you live in and find out all you can about how it was 100 years ago, or 1,000 years ago. Build a diorama illustrating the way the area looked long ago.

6. An ARMED FORCES career can mean service in many different areas and on-the-job training in one of a variety of skills. With your teacher's assistance, invite a representative from one of the services to talk with your class. Ask him/her about opportunities available at different levels of training. Recruiting officers of the U.S. Coast Guard, Marine Corps, Navy, Army, and Air Force are all willing to supply various materials for classroom use.

OR

Many armed services careers are open equally to men and women. In Israel, national service is required of women as well as men, and women take combat roles. Use materials in your school to find out about opportunities for women in the armed services, then compare the situation in the United States with that in Israel. If some armed forces careers are open to women, should they also be expected to take combat roles? Divide interested students into opposing groups. One group will defend the idea of women taking combat roles, while the other group will oppose it in a debate.

7. A TEACHER is a very important person in the lives of his/her students. What makes a teacher good? Interview ten other students and ask them what they remember about the best teacher they ever had. Interview at least four adults and ask them the same question. Write down what people tell you, and reread the responses when you finish. Did people have the same ideas about good teachers? Was there any difference between the adults' ideas and those of the students? Report to your class on the results of your interview.

OR

Some of the best teachers are students! One good way to find out whether you will enjoy teaching is to spend some time as a teacher. If you can, visit a nearby elementary school to arrange an opportunity to tutor a student there, OR check on tutoring opportunities with students in a lower grade at your school. This can sometimes be arranged in a reading laboratory.

OR

We are all experts at something. Think of something that you are very good at that you can demonstrate and teach to your class. Prepare your own lesson and teach the class about the thing in which you are an expert.

8. AN URBAN PLANNER designs environments in which people can live comfortably and efficiently. He/she may design a whole new town or city, a new part of an existing city, or may design redevelopment of a part of a city to meet the needs of people living there. Factors such as mass transportation, population, and control of various sources of pollution must be considered. What does your area need? Better transportation? More park space? Low-cost housing? A more modern appearance? Choose an area near your school. Draw a scale map of the area as it exists now, then draw another map of the area as you would like it to look. Try to provide housing space for at least as many people as now live in that area. Be sure to include transportation, bicycle paths, etc.

OR

Plan a new city. Look at a physical map. Locate an area, where no people now live, that would be suitable for building a city. Research what now lives and grows in this area and tell what would happen to these plants and animals once the building began. Consider the effects on the environment when planning the city. Is there any way the city planner can keep the pollution level down and still bring business into the city?

9. PUBLIC SERVICE AND THE PUBLIC GOOD

Many people in public service occupations are paid from tax funds; more and more frequently, taxpayers are complaining about the cost of maintaining public servants. What if you were to wake up tomorrow and find that all public servants had stopped working? What would your town or city be like? Use your ideas to create a picture in words or an art medium.

10. A "PANEL SHOW"

With a group of classmates, stage a panel show. Four students can act as members of the panel, one is moderator, and one guest has a public service occupation which the others must guess. Panel members must ask the guest questions which can be answered with "yes" or "no". If the guest can answer ten questions with "no", he has stumped the panel! Participants can change places for each "round" of the game.

ALL:

11. POST TEST

Take the written POST TEST to discover how much you have learned about Careers in Public Service during this unit.

PRETEST FOR PUBLIC SERVICE OCCUPATIONS

(To be used as both a Pretest and Post Test to measure growth.)

1. What is a public service occupation?

2. What is the minimum educational requirement to be:

   a. A policeman
   b. An elementary or secondary teacher
   c. A social worker
   d. City manager
   e. A mailman
   f. An FBI agent

3. Briefly describe the type of work done by:

   a. An archaeologist
   b. A classroom teaching assistant
   c. Highway patrolman
   d. A lawyer

4. What subjects offered in social studies classes might be helpful in preparing for a career in a public service occupation?

5. Describe the importance of the study of history to at least one public service job.

6. Describe the importance of the study of geography to at least one public service job.

7. Briefly describe the "life style" of one of these:

   a. An anthropologist
   b. A politician
   c. A social worker